Fig. 1

160 → 130   100   140   150

120   110   112

---

200 →

Identify User Needs or Preferences	— 210
Select Suitable Learning Units	— 220
Assemble Textbook from Learning Units	— 230
Provide Textbook to User for Editing	— 240
Provide Completed Textbook to User	— 250

Fig. 2

---

300 →

Identify User Needs or Preferences	— 310
Select Suitable Electronic Textbooks	— 320
Retreive User's Selection	— 330
Provide Textbook to User for Editing	— 340
Provide Completed Textbook to User	— 350

Fig. 3

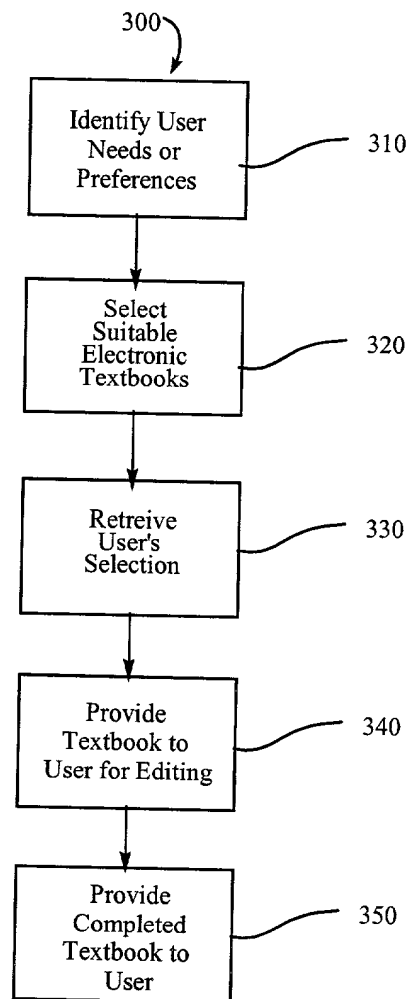# ✓+ goosewing.com

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FIG.4

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Get educational materials that fit the course you want to teach

username

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Create a book on the history of the Civil War using **GOOSEWING**'s simple question-and-answer format. Choose from our library of educational modules. Or edit a saved book to exactly suit your classroom style and your approach to history.

○ Create a New Book

○ Edit Saved Book

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FIG. 5

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Register

Please fill out the registration form below
(Use the TAB key to jump between fields)

First Name [   ]   Last Name [   ]

Password [   ]

Reenter Password [   ]

Email Address [   ]

School Name [   ]

School Address1 [   ]

School Address2 [   ]

City [   ]

State [Choose A State ▼]   Zip [   ]

Department [   ]

Principal/Head [   ]

District [   ]

Superintendent [   ]

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FIG. 6

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Scope of Course

Your answers to the following questions will determine the size of your book. You will decide the content later.

1. **Approximately how many class sessions will you dedicate to your unit on the Civil War?**

(type in number from 1 to 30)

2. At what grade level will you teach this unit?

⊙ 9th grade   ⊙ 10th grade   ⊙ 11th grade   ⊙ 12 grade

3. **On average, how many pages will you assign per class session?**

⊙ 2 or less   ⊙ 3-5   ⊙ 5-7   ⊙ 7 or more

NEXT ⊙

FIG. 7

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Approach

The following section concerns how you approach Civil War history. Click on the button that most closely represents your interest in each approach. The further to the right you click, the more material reflecting that approach your book will contain. Click on description for fuller explanation of each approach.

I would like my course to focus on:

← less —— more →

←				→	
⌀	⌀	⌀	⌀	⌀	Key figures of the period
⌀	⌀	⌀	⌀	⌀	Political factors, such as parties and ideologies
⌀	⌀	⌀	⌀	⌀	Economic factors, such as capital, labor and technology
⌀	⌀	⌀	⌀	⌀	Cultural factors, such as population diversity or the arts

NEXT ◉

FIG. 8

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Teaching Style

This section concerns your teaching style. Click on the button that most closely represents your interest in each type of illustration or special project. The further to the right you click, the more material reflecting your preference your book will contain.

Illustrations

← less — more →

⌒	⌒	⌒	⌒	⌒	Photographs
⌒	⌒	⌒	⌒	⌒	Charts and Maps
⌒	⌒	⌒	⌒	⌒	Editorial Cartoons
⌒	⌒	⌒	⌒	⌒	Primary Documents

Assignments

← less — more →

⌒	⌒	⌒	⌒	⌒	Class projects, such as developing a personal genealogy or building a diorama
⌒	⌒	⌒	⌒	⌒	Interpretive writing assignments, such as essay questions that reflect writing-across-the-curriculum
⌒	⌒	⌒	⌒	⌒	Interpretive math problems, such as word problems that reflect math-across-the-curriculum
⌒	⌒	⌒	⌒	⌒	Resources for students beyond the text and classroom

NEXT ◯

FIG. 9

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☑ Teaching Style

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Review Selections

Your answers have given **GOOSEWING** enough information to construct your customized course materials. Read the following profile of the book. If you like it, click "view book." You can go back to revise your answers by clicking "revise selections," but **GOOSEWING**'s editing screens will allow you to refine your book later.

Your book on the Civil War will be approximately 48 pages long, and will strongly emphasize a political approach to the material, with cultural and economic approaches less represented. Photographs will be the dominant form of illustration, with fewer examples of primary documents, editorial cartoons and charts and maps. You prefer special features that strongly emphasize math-across-the-curriculum, with fewer emphasizing writing-across-the-curriculum, classroom projects and other resources.

FIG. 10

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Features
⊕ PREVIEW

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The Civil War represents the greatest expression of moral outrage in the history of the United States of America. The issue of African-American slavery had never allowed the nation any sustained peace. The founders of the country could only craft a Constitution that compromised freedom, the most basic tenet of the American Revolution. The Constitution allowed new slaves to be brought to this country only for a few years more and then banned the slave trade, but it also increased the representation of slave-holding states in Congress by counting each slave as three-fifths of a person. Every few decades, the union threatened to dissolve over the slavery.

country would admit no new slave-holding state, but gave the states that did hold slaves a kind of protection against the federal government outlawing it. Laws passed soon after this compromise committed the citizen of free states to uphold the slave laws of their neighbors to the south.

Figure #.   General Ulysses S. Grant, the commander of the Union forces.
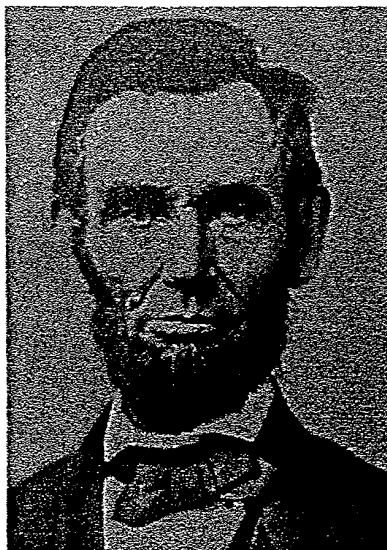

Figure #.   President Abraham Lincoln near the end of his presidency.

These compromises, and dozens of smaller ones, never satisfied the people who lived in free states. They regarded slavery as degrading and immoral. The did not believe that they could support a nation that would permit slavery. Already most civilized countries in the world had outlawed slavery, but the government of the United States refused to abolish the practice here. From 1850 on, people across the Northern states became wildly vocal in opposing slavery. Frederick Douglass, an escaped slave, became one of the foremost

FIG 11

The Compromise of 1820 saved the young republic by striking a balance of power in Congress between the slave-holding states of the South and the free states of the North. It admitted Missouri to the United States, and allowed slavery there, but only if Maine also joined the union as a free state. In 1850, Congress reached another compromise. This one allowed the people of a new state to determine whether or not to allow slavery. The made almost certain that the

speakers for the cause. William Lloyd Garrison, a former minister, published a magazine, *The Abolitionist*, that called for revolution if the government didn't act. For the first time in public life in this country, women's organizations took a strong stand on public

FIG. 12

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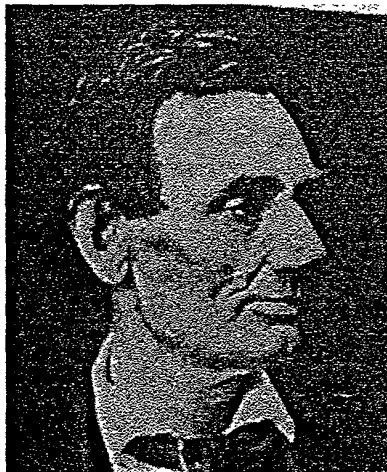Click buttons below
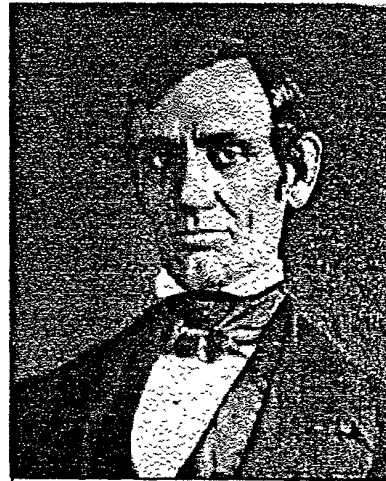to edit content type

Text
Illustrations
Features
☺ PREVIEW
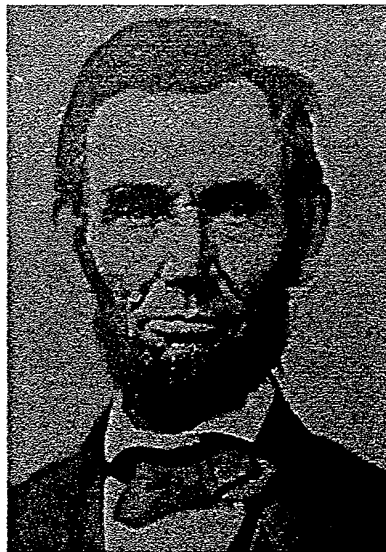
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Lincoln01: President Abraham Lincoln

Lincoln03:   Abraham Lincoln

Lincoln02: President Abraham Lincoln

Grant01:   General Ulysses S. Grant

FIG 13

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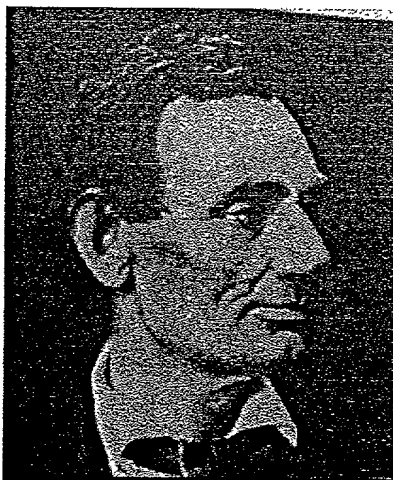

Figure #.   President Abraham Lincoln at the beginning of his presidency.

The Compromise of 1820 saved the young republic by striking a balance of power in Congress between the slave-

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FIG. 19

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FIG. 15

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If you are satisfied with this version of your customized GOOSEWING book, fill out the following form, and GOOSEWING will begin the process of printing, binding and shipping your new course materials to your school. If not, click on "start over" to bring you back to the beginning of the questionnaire.

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Last Name	
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Title of Course	
Title of Book	The Bloody Field: A History of the Civil War
Lookup Name for Book	
Number of copies	
Cost per copy	$8.75
Order Charge	$75.00
Tests	$25.00
Total Cost	

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FIG. 16